PROCEDURE FOR MAKING ADJUSTMENTS TO LEARNING, TEACHING & ASSESSMENT FOR STUDENTS WITH DISABILITIES, LONG-TERM HEALTH CONDITIONS AND SPECIFIC LEARNING DIFFICULTIES

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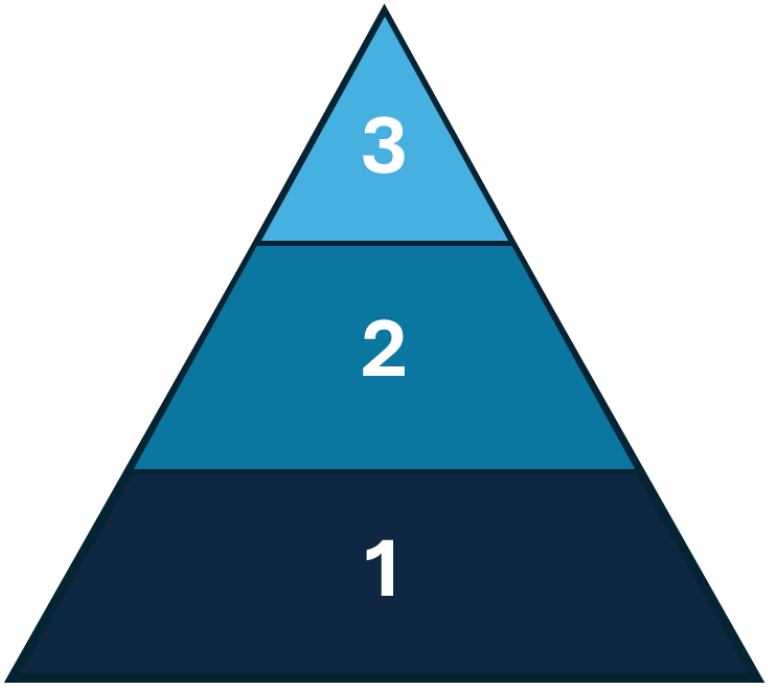
1. Framework for Reasonable Adjustments: Overview

1.1. The framework describes how the University meets its duty to provide reasonable adjustments to teaching, learning and assessment (including these activities within doctoral programmes[1]) for students with a disability, long-term health condition or specific learning difficulty.

1.2. Overall, the three levels of the framework shown in Figure 1 demonstrate a proactive approach to inclusive practice for the benefit of all students (including those with or without a declared disability). At each successive stage of the framework, adjustments become more targeted and individualised, focusing on the specific needs of a smaller subset of students who require additional or specialised support. The framework, as outlined in this procedure, makes clear what students can expect and the responsibilities of academic staff and support services at each level[2].

Figure 1: Framework for Reasonable Adjustments



Exceptional Individual Adjustments
e.g. special programme of study, alternative assessment method

Individual Adjustments
(Generally contained in a DAP)
e.g. extra time in exams, additional one-to-one support

Anticipatory Adjustments
e.g. providing learning materials in advance, offering ways to catch-up or review content

[1] Anticipatory and Individual Adjustments are applicable to all stages of all doctoral programmes, including PhDs, IPhDs and Professional Doctorates (PDs). These include taught elements of PDs and IPhDs, research elements and progression/final research assessments for all programmes. Exceptional Individual Adjustments which *may* be possible are dependent upon Senate approval.

[2] For students engaging with Student Support & Safeguarding processes (for example, Health, Wellbeing Support for Study, Student Conduct, etc), adjustments will take account of decision-making under these processes.

1.3. Level 1: Anticipatory Adjustments

1.3.1. Anticipatory adjustments describe features embedded in teaching, learning and assessment (including these activities within doctoral programmes) in alignment with our curriculum design principle 'supporting the diverse needs of all learners'.

1.3.2. These features are primarily designed in anticipation of the general needs of students with a disability, long-term health condition, or specific learning difficulty as part of the University's legal duty to make anticipatory adjustments but are likely to benefit all students.

1.3.3. As part of the University's wider commitment to supporting the diverse needs of learners, our aim is for anticipatory adjustments to be available for all students, without the requirement to make a specific request, provide evidence of need or engage with the Disability Service.

1.3.4. This proactive approach reduces the need for individual adjustments, **though students are still encouraged to engage with the Disability Service for advice and support.**

1.4. Level 2: Individual Adjustments

1.4.1. Individual adjustments describe reasonable adjustments to teaching, learning and assessment (including these activities within doctoral programmes) that can be put in place on an individual basis where a student has a disability, long-term health condition and/or specific learning difficulty, and their need[3] extends beyond the Level 1 anticipatory adjustments available to all.

1.4.2. These are based on recommended adjustments which feature in Disability Access Plans, but which cannot reasonably or practically be offered to all students as part of Level 1.

1.4.3. The University processes for individual adjustments to teaching, learning and assessment, designed in anticipation of student needs, are outlined in this procedure.

1.5. Level 3: Exceptional Individual Adjustments

1.5.1. Exceptional individual adjustments describe scenarios which require substantive bespoke individual adjustments, which cannot be anticipated and are reasonable only in exceptional circumstances. Adjustments at this level for eligible students require specialist input to consider, and formal decision-making at the appropriate governance level.

1.5.2. Adjustments at this level are individualised – the University processes for their consideration and escalation are outlined and signposted in this procedure.

1.6. Other Sources of Support

1.6.1. In addition to the specific adjustments for teaching, learning and assessment (including these activities within doctoral programmes) outlined in this procedure, there are several

[3] 'Need' for the context of this procedure refers to the requirement for reasonable adjustment to mitigate disadvantage experienced by the student in teaching, learning and/or assessment activities as a result of their disability, long-term health condition and/or specific learning difficulty.

other support mechanisms which form part of our reasonable adjustment provision for students, including:

- Provision of networked and individual loans of assistive technology/ software, specialist training and dedicated Assistive Technologies rooms
- Provision of systemic technology within physical teaching spaces and associated training
- Access to Skills Centre Support Services (including Academic Skills)
- Access to Doctoral Development Courses and Resources
- Support from the Library with reading lists and learning and research materials
- Student Support and Advice
- Access to individual support, group sessions, and resources designed to promote mental health and wellbeing

Guidance on these sources of support, what they can offer for students and how to engage with them is provided here.

2. Procedure Overview

2.1. Legal and Regulatory Compliance

2.1.1. This procedure supports the University to comply with the Equality Act 2010 in respect of making reasonable adjustments for students with protected characteristics, specifically in respect of students with disabilities, long-term health conditions and/or specific learning difficulties.

2.1.2. This procedure supports the University to comply with Office for Students Ongoing Conditions of Registration:

- A1: Compliance with provisions of our Access and Participation Plan
- B1: Academic Experience - ensuring courses are coherent and effectively delivered
- B2: Provision of Resources and Support
- C5: Fair Treatment of Students.

2.2. Purpose

2.2.1. This procedure outlines and assigns responsibilities for making reasonable adjustments to learning, teaching and assessment as set out in the University's Disabled Students Policy. The procedure is supported by relevant guidance regarding pedagogy, academic standards, student support, and governance, which are signposted in this document.

2.2.2. It is intended for use by University staff in assessing the need for and implementing reasonable adjustments, and by students in understanding the University's approach, the relevant processes, and what they can expect.

2.3. Scope

2.3.1. This procedure applies to making reasonable adjustments to teaching, learning and assessment activities (for example, processes and methods of teaching and assessment), for students with a disability, long-term health condition and/or specific learning difficulty[4], registered on courses leading to undergraduate and postgraduate taught awards of the University, studying at Bath (in person, hybrid or online)[5]. It further applies to taught and assessed aspects of postgraduate research awards, and to incoming students taking units at the University as part of a Study Abroad programme.

2.3.2. Responsibility for putting in place, reviewing and monitoring reasonable adjustments during a placement lies with the placement provider [6], who is subject to their own statutory duties under the Equality Act 2010. The University will assist by sharing relevant information (with the student's consent), offering guidance, and facilitating discussions to ensure that appropriate adjustments are considered. Operational implementation of adjustments rests with the placement provider.

2.3.3. Where a student undertakes a period of study or placement at another institution (e.g. study abroad, doctoral training delivered outside The University), the host institution is responsible for implementing reasonable adjustments within its own learning and working environment, in accordance with its local legal and regulatory framework. The University will continue to meet its duties under the Equality Act 2010 by identifying the student's needs, sharing relevant information (with consent), and working collaboratively with the host institution to support the planning of appropriate adjustments. The University cannot require a host institution outside the UK to implement adjustments but will take reasonable steps to ensure that the placement or study-abroad opportunity is suitable for the student's needs.

2.3.4. This procedure outlines the approach to making adjustments which are 'reasonable and practicable' - this will vary depending on individual circumstances and the course/unit context, but should include consideration of both:

- The effectiveness of an adjustment in addressing the disadvantage experienced by a student as a result of their disability, long-term health condition and/or specific learning difficulty, and

[4] This procedure uses the Equality Act 2010 definition of disability as 'a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'.
[5] Noting that for students on placement or studying abroad, the University will seek to work with partner organisations to reflect this approach, but that under the Equality Act 2010, each organisation that is providing a service, exercising a public function, or acting as an employer, has its own, independent duty to make reasonable adjustments for disabled people, and so the approach taken may vary.
[6] Distance learning activities delivered by the University during a placement are, however, included within the scope of this procedure.

- The operational feasibility of implementing an adjustment in terms of resource and time (alternative adjustments should be considered where there are barriers to implementation).

2.3.5. For the purposes of this procedure, a competence standard is an academic, medical or other standard applied for the purpose of determining whether a person has a particular level of competence or ability, as defined in the Equality Act 2010. Competence standards must be applied fairly and consistently across all students. Competence standards[7] are exempt from the requirement to make reasonable adjustments. However, reasonable adjustments should be considered and implemented (as appropriate) when implementing or assessing a competence standard.

2.3.6. It is therefore noted that although all students will need to demonstrate through assessment the achievement of relevant standards for their course (including Professional, Statutory and Regulatory Body requirements and sector-recognised standards), the method of assessment is subject to reasonable adjustment. Requirements set by Professional, Statutory and Regulatory Bodies (PSRBs) for accredited courses may limit the specific adjustments which can be made to teaching, learning and assessments.

2.3.7. Other aspects of the University's duty to make reasonable adjustments for students with a disability, long-term health condition and/or specific learning difficulty are covered by the following guidance:

Adjustments to the physical environment

- Digital Accessibility, Digital Accessibility Policy & Website Accessibility Statement
- Campus Accessibility
- Technology within physical teaching spaces

Provision of auxiliary aids or services

- Assistive Technology
- IT Equipment Policy

2.4. Responsibilities

2.4.1. All staff who contribute to teaching, learning or assessment (including these activities within doctoral programmes) are responsible for putting the Framework for Reasonable Adjustments as outlined in this procedure into practice as it applies to their role. **This definition includes** technicians, graduate teaching assistants, external contributors (e.g. guest lecturers or industry professionals), Faculty/School professional services staff involved in teaching, learning and assessment (e.g. assistant registrar(s), placement teams, student engagement

[7] The Equality Act 2010 defines a competence standard as 'an academic, medical, or similar requirement used to evaluate whether someone possesses a certain level of skill or ability'. Competence standards must be objectively justifiable, proportionate, and relevant to the course or programme of study. They are not subject to adjustments for disabled students unless they are assessment methods, which must be modified to avoid discrimination.

managers, student experience or support officers, and education managers), as well as central professional services teams (Student Support, Academic Registry, Centre for Learning and Teaching) and other learning support roles such as those in the Skills Centre.

2.4.2. For UG and PGT courses, Unit Convenors should oversee implementation of the procedure across their Units, and Directors of Studies are responsible for ensuring reasonable adjustments are in place across their courses[8], supported by their Director of Teaching and professional services colleagues.

2.4.3. For PGR courses, Doctoral Supervisors should oversee implementation of the procedure, and Directors of Studies are responsible for ensuring reasonable adjustments are in place, supported by their Faculty Director of Doctoral Studies, their Associate Dean for Research, and professional services colleagues within the Doctoral College.

2.4.4. Detailed roles and responsibilities related to each level of the framework for reasonable adjustment are outlined in Table 1 and the relevant sections of this procedure.

2.4.5. Guidance on how central professional services teams can support colleagues, and how to get in touch, is provided here.

[8] Per current role profiles: Director of Studies profile, Doctoral Director of Studies role profile

Table 1: Summary of Roles & Responsibilities by Framework Level

Role	Level 1: Anticipatory Adjustment	Level 2: Individual Adjustment	Level 3: Exceptional Individual Adjustment
All staff involved in the delivery of teaching, learning and assessment[9] (including these activities within doctoral programmes)	• Awareness and understanding. • Embed listed anticipatory adjustments into practice. • Engage with training and guidance as required. • Proactively highlight to students approach taken to embedding anticipatory adjustments.	• Awareness and understanding. • Implement individual adjustments as communicated to them (via DAP and/or DoS). • Confidently and quickly refer students to appropriate process for individual adjustments (Disability Service and/or DoS).	• Awareness and understanding. • Implement individual adjustments as communicated to them following approval (via DAP and/or DoS). • Confidently and immediately refer students to appropriate process for individual adjustments (Disability Service and/or DoS).

[9] For the purposes of this procedure, **this definition includes** technicians, graduate teaching assistants, external contributors (e.g. guest lecturers or industry professionals), Faculty/School professional services staff involved in teaching, learning and assessment (e.g. assistant registrar(s), placement teams, student engagement managers, student experience or support officers, and education managers), as well as central professional services teams (student support, academic registry, centre for learning and teaching) and other learning support roles such as those in the Skills Centre.

Role	Level 1: Anticipatory Adjustment	Level 2: Individual Adjustment	Level 3: Exceptional Individual Adjustment
Unit Convenor	• Awareness and understanding. • Ensure listed anticipatory adjustments are consistently embedded into practice across the Unit (including by technicians, graduate teaching assistants, external visitors, professional services and learning support roles). • Engage with training and guidance as required and liaise with staff delivering the unit to review and address training needs. • Ensure approach taken to embedding anticipatory adjustments *at Unit Level* is proactively communicated to students across the Unit (working with Director of Studies).	• Awareness and understanding. • Review DAP (and Interim DAP) adjustments and highlight to the DoS any areas of the unit within which recommended adjustments may be unable to be accommodated. • Ensure individual adjustments (from DAP/Interim DAP and/or communicated by DoS) are communicated to all staff delivering the unit and consistently implemented across the unit (including by technicians, graduate teaching assistants, external visitors, professional services and learning support roles). • Engage with training and guidance as required and liaise with staff delivering the unit to review and address training needs. • Confidently and quickly refer students to appropriate process for individual adjustments (Disability Service and/or DoS).	• Awareness and understanding. • Ensure exceptional individual adjustments (communicated by DoS) are communicated to all staff delivering the unit and consistently implemented across the unit. • Confidently and quickly discuss circumstances with Director of Studies if concerned that exceptional individual adjustments may be required in addition to individual adjustments.

Director of Studies (Supported by Director of Teaching and Faculty/School and Central Professional Services[10])	• Awareness and understanding. • Lead a course-wide approach to ensuring listed anticipatory adjustments are consistently embedded into practice. • Engage with training and guidance as required and liaise with staff delivering the course to review and address training needs. • Ensure approach taken to embedding anticipatory adjustments *at Course Level* is consistently and proactively communicated to students across the course (working with Unit Convenors). • Meet with students as required/respond to queries about the approach to anticipatory adjustment on the course, resolving issues as they arise.	• Awareness and understanding. • Review DAP (or Interim DAP) adjustments and develop alternative approaches (in consultation with the student and Disability Service) for any areas of the course within which recommended adjustments are unable to be accommodated. • Ensure individual adjustments[11] (as recommended in a DAP or Interim DAP) are communicated to all staff delivering the course and are consistently. implemented across the course. • Ensure recommendations or actions taken under Student Support & Safeguarding processes are communicated to staff on a need-to-know basis. Liaise with the relevant Student Support staff if clarity is required relating to adjustments. • Engage with training and guidance as required and liaise with staff delivering the course to review and address training needs. • Regularly communicate (at least once per semester for in-person	• Awareness and understanding. • Meet with students regarding exceptional individual adjustment needs as required. • Co-ordinate exceptional individual adjustment requests[11] to Boards of Studies via Individual Schemes of Study (UG and PGT only), ensuring liaison with Disability Service and other colleagues as required, timely completion of required paperwork, attendance at Board of Studies meeting and proactive communication with student regarding process progress and outcomes. • Co-ordinate exceptional individual adjustment requests, ensuring liaison with Disability Service and other colleagues as required, timely completion of required paperwork, attendance at relevant meetings and proactive communication with student regarding process progress and outcomes). • Ensure approved exceptional individual adjustments are

[10] Including, but not limited to Faculty/School Assistant Registrars, Education Managers, Student Experience Managers, Student Support Officers, Programme Managers, Programme Administrators and relevant central teams such as Disability Services, Student Support, CLT, and others. For Postgraduate Research students, the Doctoral College, and for distance learning courses, the Learning Partnerships Office.

[11] Requests for adjustments include recommendations or actions taken under Student Support & Safeguarding processes.

		courses[12]) with students with known individual adjustment needs to ensure these are being effectively met and encourage students to get in contact in case of issues. • Meet with students regarding individual adjustment needs as required (e.g. where a DAP/Interim DAP adjustment cannot be accommodated as written, where a student raises an issue, or wishes to discuss a new adjustment need). • Refer students as needed to the Interim DAP process (managed by the Disability Service) and provide input as required to the development of interim adjustments. • Liaise with the relevant PSRB for their course if clarity required relating to adjustments.	communicated to all staff delivering the course and consistently implemented across the course. • Liaise with the relevant PSRB for their course if clarity required relating to adjustments.

[12] Or at an appropriate regular interval for distance learning, part-time and Doctoral programmes.

Directors of Teaching and Heads of Department (supported by relevant PS colleagues[13])	• Lead the Departmental approach to ensuring listed anticipatory adjustments are consistently embedded into practice. • Engage with training and guidance as required and liaise with staff delivering courses within the Department to review and address training needs. • Ensure approach taken to embedding anticipatory adjustments across the Department is consistently and proactively communicated to students (working with Directors of Studies and Unit Convenors). • Point of Departmental oversight and escalation.	• Point of Departmental oversight and escalation for implementation. • Lead the Departmental approach to ensuring identified individual adjustments are consistently implemented. • Engage with training and guidance as required and liaise with staff delivering courses within the Department to review and address training needs. • Liaise with the relevant PSRB for their courses if clarity required relating to adjustments.	• Point of Departmental oversight and escalation for implementation. • Lead the Departmental approach to ensuring exceptional individual adjustments are considered and implemented consistently. • Engage with training and guidance as required and liaise with staff delivering courses within the Department to review and address training needs. • Liaise with the relevant PSRB for their courses if clarity required relating to adjustments.
Academic Advisor (UG and PGT)/Doctoral Supervisor (PGR)/ Student Support Co-Ordinator (Online)	• Awareness and understanding. • Proactive communication of University approach to advisees. • Signposting and support for students engaging with Disability Service and/or DoS as needed.	• Awareness and understanding. • Proactive communication of University processes for individual adjustments to advisees. • Review DAPs (or Interim DAPs) /individual adjustments communicated by DoS of advisees and ensure individual adjustments are made within academic advising.	• Awareness and understanding. • Signposting and ongoing support for students engaging with exceptional individual adjustment processes. • Ensure exceptional individual adjustments are reflected as necessary within academic advising.

[13] Including, but not limited to Faculty/School Assistant Registrars, Education Managers, Student Experience Managers, Student Support Officers, Programme Managers, and relevant central teams such as Disability Services, Student Support, CLT, and others. For Postgraduate Research students, the Doctoral College.

		• Signposting and support for students engaging with Disability Service and/or DoS as needed. • Refer students as needed to the Interim DAP process (managed by the Disability Service) and notify the DoS, so they are able to provide input as required to the development of interim adjustments.	
Student Experience Officer (SEO)/Student Support Officer (SSO) /Student Support Co-Ordinator (Online)	• Awareness and understanding. • Proactive communication of University approach to students. • Signposting and support for students engaging with Disability Service and/or DoS as needed.	• Awareness and understanding. • Proactive communication of University processes for individual adjustments to students. • Review individual adjustments communicated by DoS and ensure these are made within SEO/SSO delivered activity. • Signposting and support for students engaging with Disability Service and/or DoS as needed. • Refer students as needed to the Interim DAP process (managed by the Disability Service) and notify the DoS, so they are able to provide input as required to the development of interim adjustments.	• Awareness and understanding. • Signposting and ongoing support for students engaging with exceptional individual adjustment processes. • Ensure exceptional individual adjustments are reflected as necessary within SEO/SSO delivered activity.

Disability Service	• Co-ordinate regular review of the Student Disability Policy to ensure references to the Framework and anticipatory adjustment are up to date. • Input to regular review of this procedure and consult on University-agreed list of anticipatory adjustments to ensure these are informed by the experiences of students with disabilities, long-term health conditions and/or specific learning difficulties and align with sector best practice approaches. • Ensure all DAPs reflect the anticipatory adjustments. • Advise staff as required to support implementation of the anticipatory adjustments to support student cohort and discipline context specific needs.	• Manage the end-to-end process for student support appointments, adjustment recommendations and DAP (and Interim DAP) creation, seeking input from Faculty/School staff, technical teams (e.g. Digital Data and Technology/Campus Infrastructure), Academic Registry and Legal Team as needed. • Ensure DAPs (and Interim DAPs) are effectively communicated to DoS, Unit Convenors, Academic Advisors and Doctoral Supervisors via SAMIS. • Provide advice and support to students and staff as required to facilitate effective student engagement with DAP and Interim DAP processes and implementation of DAP and Interim DAP recommendations. • Provide support and advice to staff and students as required where urgent cases arise to ensure a prompt response to individual adjustment needs. • Ensure Interim DAPs are always followed up by a full Disability Assessment and any updates to recommended individual adjustments are communicated to	• Provide advice and support to students and staff as required to facilitate Level 3 escalation and decision-making processes. • Facilitate input from technical teams (e.g. Digital Data and Technology/Campus Infrastructure) as needed to advise on adjustments. • Ensure approved exceptional individual adjustments are captured in a DAP and communicated to DoS, Unit Convenors via SAMIS.

		DoS, Unit Convenor and Academic Advisor. • Evaluate effectiveness of individual adjustments (including annual student survey). • Develop and regularly review individual adjustments guidance.	
Centre for Learning & Teaching (Doctoral College for PGR)	• Input to regular review of the Student Disability Policy to ensure references to the Framework and anticipatory adjustment are up to date. • Co-ordinate consultation, updates and approvals of this procedure and University-agreed list of anticipatory adjustments to ensure these are informed by the experiences of students with disabilities, long-term health conditions and/or specific learning difficulties and align with sector best practice approaches. • Lead development and delivery of staff training and guidance[14] to support embedding of anticipatory adjustments into teaching, learning and assessment practice (including these activities within doctoral programmes). • Advise staff as required to support implementation of the anticipatory	• Input to regular review of individual adjustments guidance. • Provide advice and support to staff as requested to support implementation of individual adjustments within specific curriculum contexts.	• Provide advice and support to staff as requested to support Level 3 decision-making processes.

[14] Including signposting to relevant training on the use of technology in physical spaces provided by Digital Data and Technology (DDaT).

	adjustments to support student cohort and discipline context specific needs.		
Academic Registry	• Input to regular review of the Student Disability Policy, this procedure and the University agreed list of anticipatory adjustments to ensure alignment with internal and external academic regulatory requirements.	• Input to regular review of individual adjustments guidance to advise on internal and external academic regulatory requirements.	• Provide guidance to staff and students to facilitate effective operation of Level 3 decision-making processes. • Collate and monitor Faculty use of Individual Schemes (UG and PGT only) to provide annual report to EQSC. • Facilitate processes for Level 3 case escalation to support EQSC, Senate and the University Secretary & Registrar decision-making.
Board of Studies	• Review annual summary of implementation approach and progress.	• Review annual summary of implementation approach and progress.	• Make decisions on Individual Schemes requests (UG and PGT only) (and provide reporting to Academic Registry as requested).
Dept and Faculty/School Learning & Teaching Quality Committee (Board of Studies for Doctoral)	• Oversight of anticipatory adjustment approach implementation and progress – provide annual summary to Board of Studies (PG and UG).	• Oversight of individual adjustment approach implementation and progress – provide annual summary to Board of Studies (PG and UG).	
Associate Dean Education (supported by relevant PS colleagues[8])	• Point of Faculty/School strategic leadership, oversight and escalation for implementation issues/challenges.	• Point of Faculty/School strategic leadership, oversight and escalation for implementation issues/challenges.	• Point of Faculty/School strategic leadership, oversight and escalation for implementation issues/challenges.

Education Quality Standards Committee (AY2025-26)[15]	N/A	N/A	• Make decisions on exceptional individual requests for exemption from assessment regulations.
Senate (AY2025-26)[9]	N/A	N/A	• Consider any significant questions of academic principle that EQSC or the University Secretary & Registrar need to escalate to the highest academic decision-making body.
University Secretary & Registrar	• Ensure required support available from central professional services (including Centre for Learning & Teaching, Disability Service, Legal and Academic Registry).	• Ensure required support available from central professional services (including Centre for Learning & Teaching, Disability Service, Legal and Academic Registry).	• Ensure legal and disability advice support is in place. • Senior point of risk escalation - consider any significant questions of University requirements and liability, taking expert advice and delegating onward actions where appropriate.
Student Complaints team	• Manages the student complaints process where a student may make a complaint related to the University's disability support. • Share recommendations with Head of Department following Stage 2 investigation for implementation of individual adjustments within specific curriculum contexts.	• Manages the student complaints process where a student may make a complaint related to the University's disability support. • Share recommendations with Head of Department following Stage 2 investigation for implementation of individual adjustments within specific curriculum contexts.	• Manages the student complaints process where a student may make a complaint related to the University's disability support. • Share recommendations with Head of Department following Stage 2 investigation for implementation of individual adjustments within specific curriculum contexts.

[15] Update for AY26-27 to be made in October 2026 following review of AY25-26 approach.

2.5. Monitoring and Review

2.5.1. Education, Quality and Standards Committee reviews this procedure, and the associated anticipatory adjustment list on a cyclical basis (annual for at least the first 2 years of implementation).

2.5.2. The procedure will be used as a working reference during Academic Year 2025-26 and rolled out through a phased implementation across Academic Year 2026-27. Monitoring will be developed, with an initial focus during the first year of implementation, on the clarity and effectiveness of this procedure, and support for key stakeholders. Ongoing monitoring from Academic Year 2027-28 will focus on supporting staff practice and effectiveness for student learning and assessment. This procedure document will be updated accordingly.

2.5.3. Boards of Studies monitor Individual Schemes of Study through annual consideration of a report prepared by Faculty/School Assistant Registrars using a template provided by Academic Registry (UG and PGT only).

2.5.4. Education, Quality and Standards Committee monitors Individual Schemes of Study (UG and PGT only) through annual consideration of a report prepared by Academic Registry in the form specified by the committee.

2.5.5. Senate will monitor exceptional decisions taken through annual consideration of a report prepared by Academic Registry.

3. Level 1: Anticipatory Adjustments

3.1. Anticipatory adjustments for all students

3.1.1. The University is committed to designing and delivering teaching, learning and assessment (including these activities within doctoral programmes) in a way that anticipates and supports the diverse needs of all students. This includes students registered on courses leading to undergraduate and postgraduate taught awards of the University, and taught components of postgraduate research awards.

3.1.2. Anticipatory adjustments to teaching, learning and assessment recognise the University's duty to consider, and take action in relation to, the barriers that disabled students face generally, prior to an individual student seeking reasonable adjustments.

3.1.3. Although the University aims to make teaching, learning and assessment inclusive by design, including by building in anticipatory adjustments, it is not possible to anticipate the needs of every prospective student. In some cases, individual reasonable adjustments may be needed to ensure that students with a disability, long term health condition and/or specific learning difficulty are not disadvantaged (see Levels 2 and 3 of the Framework).

3.2. What anticipatory adjustments will be implemented?

3.2.1. To make sure anticipatory adjustments are applied consistently across all teaching, learning and assessment (including within doctoral programmes), the University has agreed a defined set of adjustments for all its courses. These adjustments are based on evidence and shaped by feedback from students and staff. They are designed with the general needs of people with disabilities, long-term health conditions and specific learning difficulties in mind, but they are likely to benefit all students.

3.2.2. The list of currently approved adjustments can be found here, and the associated implementation guidance from the Centre for Learning and Teaching can be found here.

3.2.3. The defined anticipatory adjustments are kept under regular review by the Centre for Learning and Teaching (Doctoral College for PGR) and Disability Service, informed by consultation with relevant student and staff stakeholders, to ensure they continue to support student needs through effective practice.

3.3. What should students expect?

3.3.1. Students should expect that the defined anticipatory adjustments are implemented in their teaching, learning and assessment (including these activities within doctoral programmes).

3.4. What is expected of students?

3.4.1. Students do not need to declare or evidence a disability, long-term health condition or specific learning difficulty to access these adjustments, as they will be implemented generally for all students.

3.4.2. If a student is unsure how an adjustment is being made in a particular teaching, learning or assessment context, they should contact the relevant staff member (Unit Convenor for queries about an individual unit, Director of Studies for course-wide queries, Doctoral Supervisor/Director of Studies for postgraduate research students), who can outline the approach and discuss any specific adjustment needs.

3.4.3. If a student believes they are not receiving an anticipatory adjustment to their teaching, learning or assessment, they should contact their Director of Studies, who can discuss this and review the approach taken across the course. Students may also wish to seek support from the Disability Service to discuss their individual adjustment needs at this point.

3.4.4. If a student query cannot be satisfactorily resolved with the Director of Studies, students should speak to their Head of Department (or Director of Teaching within the School of Management). If the query cannot be resolved with the Head of Department (or Director of Teaching), students should be directed to the Student Complaints Policy and Procedure for further information. Where possible, students should follow the informal route (Stage 1) before submitting a formal complaint (Stage 2). Students may wish to seek support from the Disability Service and/or SU Advice as they do so. Doctoral students may also seek advice from the University Independent Advisor Service for Postgraduate Research Students.

3.5. Roles and Responsibilities

3.5.1. All staff involved in and supporting the delivery of teaching, learning and assessment (including these activities within doctoral programmes) are expected to embed level 1 anticipatory adjustments across their practice[16].

3.5.2. The way in which some adjustments are made by staff may vary between teaching, learning and assessment contexts for a variety of reasons (e.g. providing asynchronous versions of live sessions may involve use of Panopto, or alternative ways to capture key session content that supports students to consolidate their learning).

3.5.3. Unit Convenors and Doctoral Supervisors are expected to ensure all staff who teach or support learning on the unit for which they are responsible are aware of the Framework for Reasonable Adjustment outlined in this procedure and understand the need to implement these adjustments.

3.5.4. Directors of Studies are expected to ensure anticipatory adjustments are consistently embedded across all units on the courses for which they have responsibility, including through

[16] In the rare instances where this is not practically feasible in a specific curriculum context, an alternative approach to meeting the anticipatory adjustment need must be taken, and clearly and proactively communicated to students.

ensuring Unit Convenors/Doctoral Supervisors are aware of their responsibilities in respect of this procedure.

3.5.5. Training, guidance, and resources are provided by the Centre for Learning and Teaching to support all staff in implementing anticipatory adjustments[17].

4. Level 2: Individual Adjustments

4.1. Individual Adjustments

4.1.1. These are a set of reasonable adjustments to teaching, learning and assessment (including these activities within doctoral programmes) that can be implemented on an individual basis where a student's need goes beyond the level 1 anticipatory adjustments. Whilst it would not be reasonable or practical to offer these adjustments in an anticipatory way to all students, the University is committed to providing them when an individual student need is identified.

4.2. What individual adjustments can be implemented?

4.2.1. Individual adjustments guidance has been developed with the needs of people with disabilities, long-term health conditions and/or specific learning difficulties in mind.

4.2.2. This guidance is designed to help students understand what adjustments are likely to be available and how to access them, and to help staff be prepared to provide them. However, the individual nature of the adjustments means there will be variation in the most effective approach. Therefore, when staff become aware of a student's individual adjustment needs, they are encouraged to talk with the student about how the adjustment will work in their specific context. The Disability Service can offer advice if needed.

4.2.3. An indicative list of individual adjustments can be found here, associated staff implementation guidance can be found here, and student guidance can be accessed here.

4.2.4. The individual adjustment guidance is kept under regular review by the Disability Service and Centre for Learning and Teaching. This is done using data from Disability Access Plans and consultation with relevant student and staff stakeholders, to ensure effective practice to support individual student needs.

4.2.5. Some individual adjustments will require consideration of the impact of a students' disability, long-term health condition and/or specific learning difficulty through supportive documentation. This is due to the nature of the adjustment, and the context within which it would be deemed reasonable.

[17] Including signposting to relevant training on the use of technology in physical spaces provided by DDaT.

4.2.6. Guidance about the supportive documentation requirements for individual adjustments can be found here.

4.3. What can students expect?

Accessing individual adjustments

4.3.1. Students with a disability, long-term health condition and/or specific learning difficulty should engage with the Disability Service for support at the earliest opportunity.

4.3.2. Where a student discloses a condition as part of their application to the University, they will be invited to attend a Disability Advice Appointment before starting their course. Students may also arrange a Disability Advice appointment at any point during their studies.

4.3.3. If a student requests individual adjustments within their department, the department will signpost the student directly to, or notify the Disability Service, and the student will be invited to attend a Disability Advice appointment.

4.3.4. The Disability Service will meet with the student, undertake an assessment and review supportive documentation as required. In consultation with the student (and the academic department, if there are likely to be challenges with putting the adjustments in place), the Disability Service will make a recommendation about the adjustments which are likely to be effective in mitigating any disadvantage experienced by the student.

4.3.5. The outcome of this process will be documented in a Disability Access Plan (DAP), which, with student consent, is uploaded to the student records system, and shared with their Academic Advisor[18], Director of Studies, and Unit Conveners[19]. Where an adjustment has implications for changes to the physical or digital learning environment, the Disability Service will share this with relevant technical teams (e.g. Campus Infrastructure and/or Digital Data and Technology).

4.3.6. For undergraduate and postgraduate taught students, Unit Convenors will use DAPs to help ensure that they understand and meet the individual adjustment needs of students on the units for which they are responsible. The Director of Studies will ensure individual adjustments are implemented on the courses which they oversee.

4.3.7. For postgraduate research students, Doctoral Supervisors will use DAPs to help ensure that they understand and meet the individual adjustment needs of students. This should include informing external examiner panels of required adjustments as relevant. The Director of Studies will ensure individual adjustments are implemented on the courses which they oversee.

4.3.8. Occasionally, it will not be feasible to implement an individual adjustment recommendation made in a DAP (e.g. due the specific nature of a teaching, learning or assessment activity).

[18] Where relevant, the Disability Access Plan is also shared with the students' Student Experience Officer/Student Experience Manager/Student Support Officer.
[19] For distance learning courses, DAPs will also be shared with the Learning Partnerships Office, and if appropriate, with partner organisation(s) responsible for delivering aspects of the courses.

Where this is the case, the Director of Studies (or Doctoral Supervisor) must meet with the student to discuss and agree alternative adjustments, with input as needed from Unit Convenor(s) (or Doctoral College team) and/or the Disability Service. Updated adjustments should then be added to the notes section of the DAP.

4.3.9. Sometimes, students with a disability, long-term health condition and/or specific learning difficulty will require individual adjustments for assessments (including doctoral confirmations and final viva voces). Where this is the case, students will need to ensure that they meet with the Disability Service ahead of any relevant assessments.

4.3.10. Where an urgent adjustment need is identified, students may be referred by a member of staff in their Department, School, or Faculty to the Disability Service who will consider whether an Interim Disability Access Plan (DAP) can be put in place while a full disability assessment is pending. Urgency in this context relates to time criticality of adjustment need due the proximity of a specific learning, teaching or assessment activity in which the student may be disadvantaged because of their disability, long-term health condition and/or specific learning difficulty – this typically means activities with an assessment or progression dependency. Urgency based on student vulnerability/crisis should still be triaged via Student Support & Safeguarding route, and these staff can also refer into the interim DAP process as needed.

4.3.11. An Interim DAP referral may also be made when a new urgent adjustment need arises that is not already covered by the recommendations in an existing DAP. Where an interim DAP referral is made the student's Director of Studies must always be notified of the referral.

4.3.12. An Interim Disability Access Plan (or interim update to an existing DAP, where one already is already in place), with student consent, will be shared with their Academic Advisor[17], Director of Studies, and Unit Conveners[18], enabling some individual adjustments to be put in place quickly.

4.3.13. An Interim Disability Access Plan (or interim update to an existing DAP, where one is already in place) should always be followed by a full Disability Service assessment to formalise adjustment recommendations and offer broader support. The individual adjustments recommended following this full assessment, informed by supportive documentation and further student consultation, may differ from those included in the Interim Disability Access Plan.

4.3.14. Once a DAP is in place (or the existing DAP is formally updated), the Disability Service will update the Director of Studies (and Doctoral Supervisor for PGR students) that the Interim Disability Access Plan (or interim update to an existing DAP) has been superseded. The Director of Studies should communicate to all relevant staff that a DAP (or formally updated DAP) is now in place.

4.3.15. Students should be aware that the implementation of some individual adjustments for formal examinations require a certain amount of notice ahead of formal examination periods or

doctoral assessments. Further guidance on the process and deadlines for exam adjustments for UG and PGT students can be found online.

4.3.16. If a student has not previously notified the University, or formalised their support needs through a DAP, the available individual adjustments will be based on what is reasonable (feasible and practicable within the available timescales) and therefore, in some instances, may not be to the student's first preference.

4.4. What is expected of students?

4.4.1. In order to access individual adjustments beyond the anticipatory adjustments already in place (Level 1), students with a disability, long-term health condition and/or specific learning difficulty will need to make the University aware of their adjustment needs.

4.4.2. Students should engage with the Disability Service for support at the earliest opportunity, including when there is a change to their condition which alters their adjustment need.

4.4.3. Students are expected to familiarise themselves with the University processes for seeking support, and their deadlines. The availability of individual reasonable adjustments may be limited if these are not adhered to. The University clearly communicate deadlines in advance and aims to make these processes inclusive and accessible. However, if a student needs an adjustment to these processes to engage effectively, they should contact the relevant team, their Director of Studies, or Academic Advisor/Doctoral Supervisor.

4.4.4. Directors of Studies have overall responsibility for the implementation of individual reasonable adjustments on the courses they lead. Therefore, it is important for students to engage with their Director of Studies as needed to discuss their adjustment needs. Should they need support/feel unable to do so, they should seek support from their Academic Advisor/Doctoral Supervisor and/or the Disability Service.

4.4.5. If a student does not feel/is unsure how an individual adjustment recommended in their DAP (or Interim Disability Access Plan) is being implemented in a particular teaching, learning or assessment context (including these activities within doctoral programmes), or if the approach is not meeting their needs effectively, they should contact the Director of Studies. The Director of Studies can discuss their individual needs, and review the approach taken across the course. Students may also wish to seek support from the Disability Service to review their adjustment needs at this point.

4.4.6. If a student query cannot be satisfactorily resolved with the Director of Studies, students should speak to their Head of Department (or Director of Teaching within the School of Management). If the query cannot be satisfactorily resolved with the Head of Department (or Director of Teaching), students should be directed to the Student Complaints Policy and Procedure for further information. Where possible, students should follow the informal route (Stage 1) before submitting a formal complaint (Stage 2). Students may wish to seek support from the Disability Service and/or SU Advice as they do so. Doctoral students may also seek advice from the University Independent Advisor Service for Postgraduate Research Students.

4.4.7. Appeals against an academic decision taken by a Board of Studies fall outside of the remit of Student Complaints, and students should consult the Academic Appeal Policy and Procedure.

4.5. Roles and Responsibilities

4.5.1. All staff involved in the delivery of teaching, learning and assessment (including these activities within doctoral programmes) are expected to implement level 2 individual adjustments where these are communicated to them. Guidance to support staff with implementing individual adjustments can be found here.

4.5.2. All staff involved in the delivery of teaching, learning and assessment (are expected to be aware of this procedure, and to refer (with consent) students who disclose an adjustment need to both the Disability Service and Director of Studies for support and consideration of appropriate individual adjustments.

4.5.3. Unit Convenors (and Doctoral Supervisors) are expected to review student DAP (or Interim Disability Access Plan) information, communicate adjustment requirements as necessary, and ensure all those who teach or support learning on a unit understand the requirement to implement these adjustments.

4.5.4. Directors of Studies (for UG and PGT courses) are expected to review student DAP (or Interim Disability Access Plan) information, and ensure individual adjustments are implemented across all units on the courses for which they have responsibility[20], including through ensuring Unit Convenors are aware of their responsibilities in respect of this procedure.

4.5.5. Where an adjustment recommendation made in a DAP (or an Interim Disability Access Plan) cannot be implemented, the Director of Studies is responsible for meeting with the student to agree an alternative approach, seeking support as required from the Disability Service, and ensuring the outcome of these discussions is documented, communicated and implemented locally.

4.5.6. Where a student has not yet engaged with the Disability Service, or is awaiting an appointment, and an urgent adjustment need is identified locally, the Director of Studies is responsible for ensuring support is sought as required from the Disability Service. If an Interim Disability Access Plan is produced as an outcome of this, they will be expected to input as needed to ensure the recommended interim adjustments are feasible and must ensure recommended interim adjustments are effectively communicated and implemented locally as quickly as possible.

4.5.7. Advice and support are provided by the Disability Service to support all staff in implementing individual adjustments.

4.5.8. Individual Adjustments are intended to mitigate disadvantage a student experiences because of a disability, long-term health condition or specific learning difficulty, and represent the

[20] Where Directors of Studies work across courses as a team, this responsibility is jointly shared for completion across all courses.

adjustments the University is prepared to be able to provide. However, it is not possible to plan for every student's needs in advance. If a student feels — or discussion with their Director of Studies and/or the Disability Service suggests — that they need a more significant adjustment than those available at Level 2, they should refer to the next section of the procedure: Exceptional Individual Adjustments.

5. Level 3: Exceptional Individual Adjustments

5.1. Exceptional Individual Adjustments

5.1.1. Exceptional individual adjustments are measures that go beyond those outlined at Levels 1 and 2 of the Framework for Reasonable Adjustments. They are used, when needed, to mitigate disadvantage experienced by a student in their teaching, learning or assessment (including in doctoral programmes) because of a disability, long-term health condition or specific learning difficulty. These adjustments include those available through Individual Schemes of Study and Assessment (for undergraduate and postgraduate taught students) and other exceptional adjustments considered on a case-by-case basis.

5.1.2. Adjustments at this level are highly individualised and will be, by definition, complex in nature, requiring a very specific set of responses.

5.1.3. Cases requiring exceptional individual adjustments are anticipated to be very low in volume because of the proactive approach taken at Levels 1 and 2 of the Framework for Reasonable Adjustment. Except in urgent cases, adjustments at Levels 1 and 2 of the Framework should be fully considered before progression to exceptional individual adjustments.

5.1.4. Exceptional individual adjustments will require engagement with the Disability Service and consideration of the impact of a students' disability, long-term health condition and/or specific learning difficulty through supportive documentation.

5.1.5. Sometimes, deciding on and putting in place exceptional individual adjustments may involve more than one committee. Staff can access guidance on how to navigate this process by contacting Academic Registry via academic-standards@bath.ac.uk. In some cases, specialist legal advice may also be required. Questions arising in the consideration of exceptional individual adjustments (including from Boards of Studies) can be raised to disabilityadvice@bath.ac.uk for Disability and legal-shared@bath.ac.uk for Legal.

5.2. What students can expect

Exceptional individual adjustments through an Individual Scheme of Study and Assessment[21]

5.2.1. Some exceptional individual adjustments can be put in place through an Individual Scheme of Study and Assessment (For UG and PGT students and taught units which form part of Doctoral programmes).

5.2.2. Individual schemes of study and assessment should be used as a proactive measure to make planned exceptional individual adjustments in advance of a teaching, learning or assessment activity taking place, except when needs arise, or are disclosed, after the activity has begun.

5.2.3. An Individual scheme of study should be considered as soon as an individual adjustment need has been identified that exceeds those available at Level 1 and 2. This process should be supported by consultation with the Disability Service.

5.2.4. Further detail on Individual Schemes of Study and Assessment can be found here.

5.2.5. An exceptional individual adjustment delivered through an Individual Scheme of Study can be requested through the students' Director of Studies, based on the assessment and advice provided by the Disability Service.

5.2.6. The Individual Scheme of Study request will be considered by the Board of Studies[22]. The Director of Studies must keep the student updated on the progress and outcome of the request. The Director of Studies must also ensure the outcome is shared with the Disability Service, who will record updated adjustments on the students' Disability Access Plan.

5.2.7. Once an exceptional individual adjustment is agreed through an Individual Scheme of Study and Assessment, the Director of Studies is responsible for communicating the agreed adjustments to all staff who will need to implement them, and for ensuring adjustments are implemented on the courses which they oversee.

Exceptional individual adjustments through Exceptional Case Consideration

5.2.8. Some exceptional individual adjustments exceed those available through an Individual Scheme of Study and Assessment and must be escalated for decision-making.

5.2.9. In a limited range of circumstances, Exceptional Case Consideration may also be used to address retrospectively a requirement for reasonable adjustments which was not disclosed at the time.

5.2.10. Exceptional Case Consideration may be required where:

[21] This procedure outlines the use of Individual Schemes of Study and Assessment to put in place reasonable adjustments for students with a disability, long-term health condition, and/or specific learning difficulty. **Individual Schemes of Study and Assessment may be used for other circumstances outside of the scope of this procedure** – please refer directly to the Individual Schemes of Study and Assessment Procedure for further information.

[22] Time-urgent cases may be considered by exception through Chair's action.

- Adjustments are recommended or required as part of decision-making under Student Support and Safeguarding processes.
- Adjustments require approval by EQSC or Senate (i.e. at a level beyond the delegated authority of a Board of Studies).
- Adjustments are sufficiently complex (in the nature of adjustments, or the circumstances of the case) as to require highly specialised advice (possibly from external parties) to determine a reasonable approach.
- A Board of Studies does not agree that a proposed Individual Scheme of Study is appropriate, and specialised advice is needed regarding appropriate alternative action and response.
- It is proposed that academic adjustments are unable to be made due to an identified Competency Standard and legal advice is required[23].
- Adjustments cannot be agreed/require senior-level input to reach agreement with an external body (e.g. PRSB) in determining a reasonable approach.
- There is a credible indication that the University may have failed to implement reasonable adjustments in a timely or appropriate manner; and/or the circumstances present a material risk of legal challenge, regulatory scrutiny, or significant detriment to the student; and/or new information demonstrates that previously agreed adjustments were insufficient to mitigate a substantial disadvantage and that more complex adjustments are required.

5.2.11. Senate and EQSC will take appropriate decisions regarding individual exceptions from regulation, where a case is escalated beyond the Board of Studies and may be asked to consider questions of academic principle where this is appropriate[24].

5.2.12. The University Secretary & Registrar will take appropriate decisions regarding University liability and the appropriateness of action/non-action, taking expert advice as necessary.

5.2.13. Exceptional Case Consideration requires specialist advice from the Disability Service and may require input from the Legal Team. Questions arising in Exceptional Case Consideration can be raised to disabilityadvice@bath.ac.uk for Disability and legal-shared@bath.ac.uk for Legal.

5.2.14. Academic Quality & Standards (academic-standards@bath.ac.uk) can provide advice and guidance for Exceptional Case Consideration and will facilitate committee consideration.

[23] The Equality Act 2010 defines a competence standard as 'an academic, medical, or similar requirement used to evaluate whether someone possesses a certain level of skill or ability'. Competence standards must be objectively justifiable, proportionate, and relevant to the course or programme of study. They are not subject to adjustments for disabled students unless they are assessment methods, which must be modified to avoid discrimination.

[24] This includes making decisions on individual exemptions from Maximum Period of Study/Registration or other elements of exemption from Regulations for Students and making decisions on aegrotat award under Ordinance 18.

5.2.15. An exceptional individual adjustment delivered through Exceptional Case Consideration can be requested through the students' Director of Studies, based on the assessment and advice provided by the Disability Service.

5.2.16. The Director of Studies must keep the student updated on the progress and outcome of the request. The Director of Studies must also ensure the outcome is shared with the Disability Service, who will record updated adjustments on the students' Disability Access Plan.

5.2.17. Once an exceptional individual adjustment is agreed through Exceptional Case Consideration, the Director of Studies is responsible for communicating the agreed adjustments to all staff who will need to implement them, and for ensuring adjustments are implemented on the courses which they oversee.

5.3. Roles and Responsibilities

5.3.1. The Disability Service undertake a disability assessment and make recommendations about the adjustments which will mitigate disadvantage experienced by a student in their teaching, learning or assessment (including within doctoral programmes) as a result of their disability, long-term health condition and/or specific learning difficulty.

5.3.2. Directors of Studies propose Individual Schemes of Study and Assessment, following discussion with the student and advice as required from the Disability Service.

5.3.3. Boards of Studies approve Individual Schemes of Study and Assessment and oversee the implementation of relevant exceptional individual adjustments[25]. Where the exceptional individual adjustment need exceeds those which can be agreed as part of an Individual Scheme of Study, the Board of Studies makes recommendations to Senate or its relevant committee(s).

5.3.4. All staff involved in the delivery of teaching, learning and assessment (including these activities within doctoral programmes) are expected to implement the exceptional individual adjustments communicated to them by the Director of Studies and/or a Disability Access Plan.

5.3.5. Unit Convenors (and Doctoral Supervisors) are expected to ensure all those who teach or support learning on a unit (including GTAs) understand the need to implement these adjustments.

5.3.6. Directors of Studies are expected to ensure these adjustments are consistently implemented on the courses for which they have responsibility.

5.3.7. Further information about requesting an Individual Scheme of Study and Assessment can be found here. Directors of Studies are encouraged to seek support from the Disability Service (disabilityadvice@bath.ac.uk), Academic Registry (academic-standards@bath.ac.uk), and, in the case of doctoral candidates, the Doctoral College (doctoralcollege@bath.ac.uk) in navigating the processes associated with exceptional individual adjustments.

[25] Time-urgent cases may be considered by exception through Chair's action.

5.4. Complaints Procedure

5.4.1. If a student is not satisfied with the outcome of consideration of an Individual Scheme of Study and Assessment or Exceptional Case Consideration, students should be directed to the Student Complaints Policy and Procedure for further information. Where possible, students should follow the informal route (Stage 1) before submitting a formal complaint (Stage 2).

5.4.2. Appeals against an academic decision taken by a Board of Studies fall outside of the remit of Student Complaints, and students should consult the Academic Appeal Policy and Procedure.

6. Procedure Interactions

6.1.1. Adjustments to teaching, learning and assessment (including these activities within doctoral programmes) must be made within the parameters set by the University's Regulations for Students, Assessment Regulations, and Quality Assurance Code of Practice, unless an exceptional individual exemption is approved.

6.1.2. Requirements set by UK Visas and Immigration (UKVI) and/or the Student Loans Company (SLC)/other regulatory/statutory bodies may limit the ability of the University to offer some specific adjustments to teaching, learning and assessment. Advice for specific student cases is available from the Student Immigration Service and Student Finance as needed.

6.1.3. Individual Schemes of Study Procedure (undergraduate and postgraduate taught students only).

6.1.4. Student Complaints Policy and Procedure.

6.1.5. Academic Appeal Policy and Procedure.

6.1.6. Legal advice is available at legal-shared@bath.ac.uk. Disability advice is available by contacting the Deputy Director for Student Access and Advice (disabilityadvice@bath.ac.uk). Academic governance advice and exceptional committee decision-making advice is available at academic-standards@bath.ac.uk.

6.2. Disclosure

6.2.1. No papers, minutes, or other records which relate to reserved areas of business shall at any time be made available to a student, except in so far as the papers, minutes or other records constitute the student's own personal data.

6.2.2. Reserved areas of business include those concerning decisions on the academic assessment of individual students; in any case of doubt, the Chair of the Board of Studies shall decide whether a matter is a reserved area of business or not, and the Chair's decision shall be final.

6.2.3. Personal data handled as part of this procedure must be managed in line with the University's Data Protection Policy and all applicable data protection legislation. Staff must ensure that information is used appropriately, kept secure, and shared only where necessary and lawful. Further advice is available from the University's Legal Team (email legal-shared@bath.ac.uk).